

**Netzwerk zur Entwicklung und Verbreitung eines
europäischen Wirtschaftsabiturs**

European Business Baccalaureate Diploma

EuroBacDiploma

Project number: 510568-LLP-1-2010-1-DE-COMENIUS-CMP

Agreement number: 2010-3789/001-001

Status: 19 September 2013

**PORTFOLIO for the
European Business Baccalaureate Diploma - EBBD**

This project has been funded with support from the European Commission.
This publication reflects only the views of the author, and the Commission
cannot be held responsible for any use which may be made of the information
contained therein.



**Lifelong
Learning
Programme**

Structure

1	INTRODUCTION	1
1.1	Basic idea.....	1
1.2	EBBD-Project.....	2
1.3	Structure of the EBBD Curriculum.....	4
2	PROFILE OF AN EBBD-GRADUATE	9
3	LEARNING AREAS	14
3.1	Survey of Learning Areas.....	14
3.2	A – Business Competence.....	18
3.3	B – Competence in International Business Fields.....	25
3.4	C – European Competence.....	31
4	TECHNICAL REQUIREMENTS	33
4.1	Survey of Technical Requirements.....	33
4.2	D – Foreign Language Competence.....	34
4.3	E - CLIL.....	37
4.4	F - Work Placement Abroad.....	39
4.5	G – Simulations, Projects.....	41
4.6	H – General University Entrance Qualification.....	42
5	I – SOFTSKILLS	43
6	EBBD STANDARDS	45
7	DOCUMENTATION AND ASSESSMENT WITHIN THE EBBD FRAMEWORK	49
7.1	General instruments for documentation/assessment within the EBBD framework....	50
7.2	Documentation and assessment within F – Work placement abroad.....	51
7.3	Documentation and assessment within G – Simulations, Projects.....	52
8	ACCREDITATION	53
8.1	Accreditation procedure.....	53

Application.....	57
8.2 Criteria for the accreditation of educational institutions for EBBD	57
9 EBBD NETWORK.....	58
9.1 Partner within the EBBD project	58
9.2 Associated Partners within the EBBD Project.....	59
10 GLOSSARY	60
11 LIST OF ABBREVIATIONS	62
12 LIST OF MATERIALS	63

1 Introduction

1.1 Basic idea

European Business Baccaulaureate Diploma – EBBD provides students having achieved or aiming at a general university entrance qualification with an economic focus to acquire additional qualifications in the fields of *Economy*, *Europe* and *Mobility*. These competences form a homogenous standard across Europe and will be accredited as *European Business Baccaulaureate Diploma – EBBD*, thus being a label of excellence which is based on but goes beyond the respective national/regional curricula. The EBBD curriculum defines a graduate profile which can be developed in different manners in different national systems.

In a converging Europe the EBBD, in particular at vocational schools, should promote the development of a standard that assists mobility of graduates and improves their chances for employment. The value of economy-related education will be increased, the transparency of the diploma on a European level will be increased and the motivation to acquire economy-related competences will be promoted.

As a consequence, the introduction of a *European Business Baccaulaureate Diploma - EBBD* leads to an added value for the economy, for the participating educational institutions and for the graduates. Moreover, it enhances the development of a European area of education in general.

1.2 EBBD-Project

Project objectives

Within the framework of a multilateral COMENIUS project the portfolio of the label of excellence EBBD was and is being developed; the requirements and procedures for implementation, dissemination and accreditation are also being developed and evaluated.

This **portfolio** illustrates the status of the project as on 01 April 2013 and shows especially:

- A comprehensive **curriculum** with descriptions of requirements of EBBD and hints towards its implementation:
Items 1.3, 2, 3, 4 and 5
- A summary of **standards** for the fulfilment of EBBD requirements:
Item 6
- Instruments and examples for **documentation and assessment** within EBBD:
Item 7
- Procedure and criteria for **accreditation** of educational institutions wanting to implement EBBD:
Item 8

Material with information, hints and sample templates in a digital format are available on the project's website under the item *portfolio* resp. *Accreditation*:

www.eurobacdiploma.eu

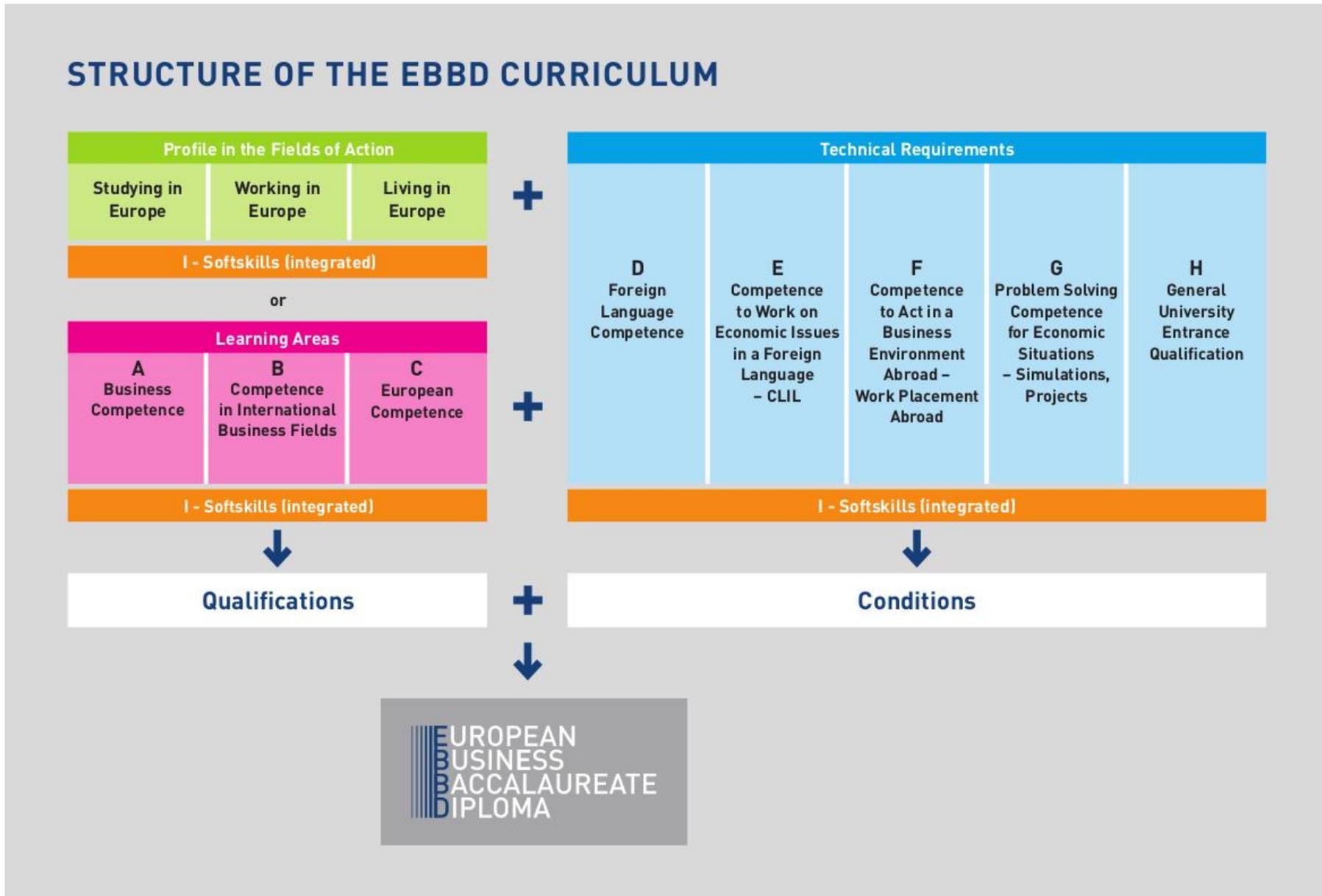
This material is listed in item 12 of this printed portfolio.

Process of developing and disseminating EBBD

The portfolio, including the curriculum, has evolved during the project. To provide a better overview the most important steps in developing the curriculum are being listed here:

- Basic ideas for EBBD were developed during a Europe-Workshop in 2009.
- On 22.02.2010 a meeting took place in Berlin where 8 elements were presented as basic idea for EBBD. Participants of that meeting were representatives of schools as well as ministries and associations related to education and economy from 12 European countries (AT, DE, DK, E, FI, FR, HU, IT, NL, PL, RU, UK).
- On 01.10.2010 EBBD started as the above mentioned Comenius-project with 13 project-members (schools, universities, associations) from 8 European countries (AT, DE, DK, FI, HU, NL, RO, RU). This project will end on 30.09.2013. Until then the EBBD-Curriculum as well as the structures for accreditation and further dissemination shall be developed and evaluated so that EBBD can be applied within European educational institutions.
- The 8 elements which were introduced as first ideas are taken as a basis. By developing an EBBD-Curriculum those original elements have been renamed, subdivided, concretised and correlated.
- Until summer 2011 a first curricular draft for EBBD had been developed by the project partners.
- In autumn 2011 this first curricular draft for EBBD was evaluated within the project regarding its contents and structure as well as regarding its possible and actual implementation. The evaluation showed needs for modifying the curricular draft.
- In February 2012 these modifications were implemented.
- Since February 2012 the curriculum has continuously been adapted and specified and further developed to a comprehensive portfolio. Hereby, the practical experiences of the implementing project schools have been integrated into the design of the portfolio considering practical experiences of the implementing schools.
- Product and process of this project have continuously been accompanied by academic evaluation from Haaga-Helia University of Applied Sciences, Helsinki, FI (internal product evaluation), the University Paderborn, Paderborn, DE (external product evaluation) and the University of Cologne, Köln, DE (external process evaluation).
- The present document represents the EBBD-portfolio (September 2013) including the evaluation results and developments so far.
- On the basis of our experiences with FINECVET we developed a prototype for the allocation of ECVET-points. Since the practical application of ECVET in the countries of the project partners is not as advanced as we assumed at the start of the project, a detailed elaboration has been postponed.
- This document *EBBD Portfolio* is now the basis for the further process of developing, implementing, accrediting, disseminating and evaluating EBBD.

1.3 Structure of the EBBD Curriculum



Explanatory Notes on the Structure of the EBBD Curriculum

In principle, current developments in the European education debate have been and continue to be considered and incorporated into the design of the EBBD curriculum. In doing so, we constantly try to take national conditions into account without losing sight of the goal of a Europe-wide harmonised curriculum.

The starting point for the design of the EBBD curriculum is the basic idea that learners who are working towards the general higher education entrance qualification with a focus on Business Management or who have already achieved it can acquire additional qualifications in the areas of *Economy, Europe and Mobility*. The European job market is characterised by a high requirement for well educated graduates, who offer business and foreign language related qualifications embedded in a European context and display a great willingness to move within the European Economic Area.

By acquiring additional qualifications in these areas, learners further their personal and professional development and increase their chances on the job market.

The standards defined in the EBBD curriculum therefore focus on this basic idea and hence on the demands of the European job market.

The label of excellence EBBD is defined by certain **standards** (EBBD standards).

These are described by the **qualifications** to be obtained (EBBD qualifications) and the **conditions** to be fulfilled (EBBD conditions).

The **qualifications** to be obtained are described as learning outcomes. Qualifications are therefore a collective term for a variety of learning outcomes.

In compliance with the *European Qualifications Framework (EQF)*, the learning outcomes also describe what a learner knows, understands and is in the position to do. Knowledge, skills and competences therefore define the learning outcome in accordance with the EQF. Furthermore, the *Common Framework for Europe Competence (CFEC)* is also taken into consideration in the description of the required qualifications.

The **qualifications** required for the EBBD can be reached via two different approaches:

One approach describes a **profile** (EBBD profile), (Item 2), the other approach defines **learning areas** (EBBD learning areas), (Item 3).

The **profile** describes a successful EBBD graduate following the achievement of qualifications in accordance with EBBD standards. The profile therefore describes the target or the perspective of application of the qualifications of an EBBD student.

The learning outcomes formulated in the profile are **composed in a more general way** and concern the qualified status **following** successful EBBD qualification in three **fields of action** (studying, working and living in Europe).

The concrete defining of suitable ways to reach a given target is left up to the respective educational institution.

The **learning areas** describe learning outcomes that are considered necessary to reach the graduate profile.

Here, learning outcomes that are to be achieved **during** the education in accordance with EBBD standards in three **learning areas** (A, B, C) are formulated **in a more concrete way**. They therefore represent one possible way to achieve the EBBD profile and therefore provide concrete indications for the design of lesson contents.

The learning outcomes described in the learning areas will be necessary to achieve the profile.

It is, however, possible for this aim to be achieved via other paths.

Both approaches - profile and learning areas - are outcome oriented.

The major **differences** lie in the temporal framework (after EBBD education or during EBBD education) and in the type of the descriptions of the learning outcomes (composed in a more general way within the fields of action or more concretely composed within differentiated learning areas).

An educational institution that wishes to offer the EBBD can decide to choose either the **profile** approach or the **learning areas** approach.

Both approaches were developed as alternatives to take into account the fact that traditions regarding the design and formulation of curricula within Europe are very different.

It is thus common in some countries, above all in those that already have significant experience with orientation towards learning outcomes, to formulate more general targets and to leave the concrete definition of the way to reach these targets to the respective educational institutions. The profile approach can be sensible in these cases.

In other countries, however, it has so far been more common to define firmer targets. Here, the learning area approach will be more suitable.

Nevertheless, both approaches are very closely connected:

the learning outcomes defined in the learning areas are applicable for reaching the learning outcomes described in the profile.

By following the learning areas approach, the perspective of application will therefore always be considered as well.

When following the perspective of application approach described in the profile, the learning outcomes from the learning areas can provide concrete criteria.

In the curriculum, this connection is presented under Item 3:

here it is exemplarily explained to what extent the learning outcomes from the learning areas contribute to achieving the perspective of application described in the profile.

In addition to the **qualifications**, there are - regardless of whether the profile approach or the learning areas approach has been selected - certain **conditions** to be fulfilled by the students so that they achieve EBBD standards and can obtain the certificate.

The **conditions** are defined through five **technical requirements** (Item 4). These are meant as framework conditions – and not as technical equipment requirements.

They describe in which context the learning outcomes required for the EBBD qualifications should be acquired, applied and developed. There therefore exists a close connection and an interaction between the learning outcomes described in the profile and in the learning areas on the one hand, and the technical requirements on the other hand.

This is portrayed through corresponding notes and cross-references under Item 4.

Foreign language competence (D) represents a requirement in order to be able to reach the EBBD qualifications, in particular with regard to their European-international focus.

The conveyance of competence in foreign languages takes place in the context of the respective national/regional regulations of the educational institution concerned, which offers EBBD.

Measuring the achievement of foreign language competence is based on the General European Framework for Languages (CEFR).

The first foreign language shall be conveyed at B2 level and the second at B1 level of the CEFR. Within the European education systems, different languages are relevant as first respectively second foreign language – depending e.g. on geographical situations and traditions. Therefore a specific foreign language is not stipulated in the EBBD portfolio. The definition of distinct, Europe-wide homogeneous language levels such as B2 resp. B1 CEFR guarantee that the required standards are met.

The learning outcomes described within the qualifications should partly be acquired and demonstrated through **Content and Language Integrated Learning (CLIL) (E)**.

As a result, the competence to work on economic issues in a foreign language is acquired.

During the **work placement abroad (F)**, learners demonstrate and develop their qualifications that were acquired in the context of training by applying these in practice.

As a result, they achieve competence to act in a business environment abroad.

The application of acquired foreign language skills is to be aspired to.

In carrying out **simulations or projects (G)**, learners demonstrate and develop their qualifications that were acquired in the context of training by applying these in practice.

They therefore obtain problem-solving competence for economic applications.

The learners acquire or possess the **general university entrance qualification (H)** corresponding to the regulations of the respective national or regional education system applicable for the educational institution offering EBBD.

The **softskills (I)** (Item 5) are regarded as a combination of knowledge, skills and attitudes in a defined context based on the *European Framework for Key Competences for Lifelong Learning*.

Such competences are therefore listed as softskills, which are deemed essential for the advancement of personal and professional competences in the sense of qualifications aspired for in accordance with EBBD standards.

Softskills therefore refer to different situations, expand the learning outcomes presented within the qualifications and overlap with these.

They are acquired both in the context of learning outcomes relevant to the qualifications as well being acquired, demonstrated and developed in connection with the conditions.

The softskills are therefore an integral component of the profile, the learning areas as well as the technical requirements.

A detailed description of the softskills is given under Item 5.

Under Items 2, 3 and 4, exemplary indications are given of the extent to which certain softskills can be integrated into the respective contexts.

The **EBBD standards** are therefore fulfilled when the **qualifications** - either via the **profile** or the **learning areas** - are achieved and the **conditions** given as **technical requirements** are fulfilled, whereby an interrelationship exists between qualifications and conditions, and **soft-skills** are considered to be integrated competences.

Details of the **EBBD curriculum** with its components of profile, learning areas, technical requirements and integrated soft skills are listed under the following items:

Item 2: Profile

Item 3: Learning areas

Item 4: Technical requirements

Item 5: Softskills

A comprehensive representation of standards to fulfil EBBB requirements is presented under **Item 6 EBBB Standards** with reference to the curriculum (Items 2, 3, 4 and 5).

Instruments and examples for documentation and assessment in the context of the EBBB are given under **Item 7 Documentation and Evaluation**.

Methods and criteria for the accreditation of educational institutions that wish to offer the EBBB are described under Item **8 Accreditation**

2 **Profile of an EBBD-graduate**

The basic idea of the EBBD is to qualify learners in a particular way for the specific requirements of the job market in a Europe that is growing closer together. Hence, qualifications in the subject areas of *Economy*, *Europe* and *Mobility* in particular will be acquired in the context of education in accordance with EBBD standards.

Once they have completed their training, EBBD graduates will therefore have obtained specific qualifications in the areas of business management and economics as well as mobility experience within the European Economic Area.

The **profile** is derived from the basic question of which qualifications a graduate educated in such a way can and should be expected to have.

This approach, the result of the EBBD education, as it were, leads to a description of the **perspective of application** that results from the question of which fundamental perspectives are opened up to a skilled graduate in accordance with EBBD standards.

As an education in accordance with EBBD standards includes the general university entrance qualification and the focus on *Europe*, the following three **fields of action** are considered relevant perspectives of application for an EBBD graduate:

On the one hand, he/she becomes capable of **studying** in the European Economic Area. This will further qualify him/her to find employment.

As an alternative to studying or on top of studying, an EBBD graduate will be in the position to undertake skilled **employment** in the European Economic Area.

Furthermore, he/she will be in the position to live as an informed, critical and responsible **citizen** in the European Economic Area and develop his/her personality.

The description of the **EBBD profile in the three fields of action** results from the explanatory notes on the identified perspectives of application of an EBBD graduate:

Studying in Europe	Working in Europe	Living in Europe
-------------------------------	------------------------------	-----------------------------

An EBBD graduate is therefore qualified to study, to work and to live within the European Economic Area. While *living in Europe* refers to overall learning outcomes, the learning outcomes in the *studying in Europe* and *working in Europe* fields of action are connected to business-related and economic aspects.

Aspects such as lifelong learning and continuing education are integrated into the respective fields of action.

The cultural aspect plays a central role before the background of the specific focus of the EBBD - mobility within the European Economic Area. As a result, cultural points of view are defined in all three fields of action.

Considered from the perspectives of application, the **learning outcomes** to be understood as targets that an EBBD graduate demonstrates in the three fields of action **following**

completion of the EBBD education are described below.

In compliance with the *European Qualifications Framework (EQF)*, these learning outcomes describe what a learner knows, understands and is in the position to do. Knowledge, skills and competences therefore define the learning outcome in accordance with the EQF. Furthermore, the *Common Framework for Europe Competence (CFEC)* is also taken into consideration in the description of the required learning outcomes.

The learning outcomes formulated in the learning areas can provide concrete criteria. There are, however, other possible options for achieving the targets. Flexibility to make decisions, for the reasons previously described under 1.3, is purposefully left open for the educational institution offering the EBBD.

The links between learning outcomes in the EBBD profile and learning outcomes in the EBBD **learning areas** are explained under Item 3.

The links between the EBBD profile and the **technical requirements** are outlined under Item 4.

Softskills are in part implicitly contained in the formulation of the learning outcomes. A possible direct reference to the **softskills** described under Item 5 is indicated exemplarily in the individual descriptions of the learning outcomes in the fields of action in brackets and italics.

Learning outcomes of an EBBD graduate in the field of action Studying in Europe (S1 – S7)

- S1: He/She explores possible study programmes in Europe (e.g. Bachelor programs in business administration or social sciences in a foreign country) and evaluates their risks and potentials for his/her professional development. He/She accomplishes an application process for a study programme in a foreign language. *(Especially those softskills regarding Professional Communication are applicable here.)*
- S2: He/She plans and organises his/her student life in a European country (e.g. organising a flat or planning a class schedule). *(Problem Solving and Stress Management are particularly relevant in this perspective of application.)*
- S3: He/She works in international student groups, communicates effectively in a foreign language and takes responsibilities for the team process as well as for the results (e.g. taking actively part in a student initiative or learning in an international study group). *(Softskills concerning Leadership, Team Management and Professional Communication are applied in these contexts.)*
- S4: He/She is aware of his/her actions being culturally bound, derives consequences for studying in an intercultural setting and executes awareness and respect in intercultural settings (e. g. recognises cultural norms in the contents or the way they are taught or in the relation to the teacher/lecturer). *(The graduates will apply especially softskills regarding Conflict Management.)*
- S5: He/She applies methods, concepts and procedures of economics and business administration in order to work on learning tasks and study projects in the European context using adequate ICT (e.g. developing a presentation on economic structure

of the home country or conducting a student project or a case study on business plans).

(Leadership, Team Management and Time Management are particularly relevant in this situation of application.)

- S6: He/She develops an interest in research of socio-economic contexts within Europe (e.g. reads news about socio-economic research and shows curiosity in socio-economic issues in personal and work life).
(Softskills related to Personal Development are applied here.)
- S7: He/She recognises the importance of lifelong learning and adjusts his/her actions accordingly (e.g. takes part in additional tutorials or reflects on own strengths and weaknesses and derives consequences).
(A graduate will apply softskills regarding Personal Development in this context.)

Learning outcomes of an EBBD graduate in the field of action

Working in Europe (W1 – W11)

- W1: He/She searches for adequate working opportunities on the European labour market, applies for suitable jobs and works successfully in an internationally oriented company (e.g. researches in job databases or writes an online-application and manages assessments in a foreign language).
(In particular, softskills for Professional Communication are applied.)
- W2: He/She reflects his/her own strengths and weaknesses regarding the requirements of the European labour market, derives development potentials and finds suitable measures for his/her professional development (e.g. compares own profile with job descriptions and chooses adequate positions or defines own qualifications needs and looks for study and training programmes throughout the EU).
(Personal Development and Stress Management are relevant in this context.)
- W3: He/She contributes to intercultural working groups, communicates effectively in a foreign language and acts flexibly following different forms of work organisation. He/She leads small groups with given tasks (e.g. moderates standard meetings in a foreign language or works together with co-workers from other countries of Europe).
(Leadership, Team Management and Professional Communication are applied in this perspective.)
- W4: He/She is aware of his/her actions being culturally bound, derives consequences for working in an intercultural setting and executes awareness and respect in intercultural settings (e. g. reflects on implicit rules of doing business or acts according to local roles and hierarchies).
(Here, a graduate will apply softskills regarding Conflict Management.)
- W5: He/She explores procurement markets in Europe, researches suppliers and supports decisions within procurement marketing (e.g. researches in databases for European companies or asks for offers and compares different offers).
(Problem Solving and Time Management are relevant softskills in this context.)
- W6: He/She coordinates resources and their constraints, factors of production and their financing in the European context (e.g. organises logistic processes to transport goods within the EU or develops a financial plan for a business project).
(Problem Solving and Time Management are particularly important here.)

- W7: He/She acquires orders in the European context, derives implications for actions, analyses related information and develops presentations to support decisions (e.g. researches potential market segments, analyses possible key customers).
(Softskills regarding *Problem Solving and Time Management* are applied in this context.)
- W8: He/She supports managerial as well as commercial accounting under consideration of national and international laws. He/She uses procedures adequate in the European context for preparing the data (e.g. structuring information according to the positions of the balance sheet or documents internal information and analyses internal/external key figures).
(*Problem Solving and Time Management* are especially important.)
- W9: He/She documents business concepts and analyses their risks and potentials on European markets (e.g. for a start-up company or for a new product).
(Acquired softskills regarding *Problem Solving and Time Management* are relevant in this context.)
- W10: He/She analyses aspects of the economical conditions of European countries and markets to derive potentials for corporate activity (e.g. analyses market trends within a European country or compares the product/service to country-specific customer needs).
(Softskills for *Problem Solving and Time Management* are applied.)
- W11: He/She analyses risks and potentials of economic developments in Europe and assesses the impact of international and European institutions, policies and regulations on economic activity (e.g. analyses the impact of a new European certification standard or derives consequences from a European law act).
(*Problem Solving and Time Management* are particularly relevant.)

Learning outcomes of an EBBD graduate in the field of action

Living in Europe (L1 – L6)

- L1: He/ she knows his/her own strengths and weaknesses in regard to social life in Europe and evaluates them against social requirements. He/She forms his/her own opinion regarding supranational/European topics (e.g. reflects on personal experiences and derives a plan/an idea for his/her future living).
(Especially softskills regarding Personal Development are applied.)
- L2: He/She organises himself/herself in changing contexts, adapts his/her actions and sets his/her own goals and develops strategies to reach them and works together with peers (e.g. has strategies to find relevant information and derives conclusions based on them or recognises the need to organise work in a group differently in order to stay within a given time limit).
(Leadership, Team Management, Problem Solving, Time Management and Stress Management are relevant softskills in this context.)
- L3: He/She is aware of his/her actions being culturally bound, applies different communication styles and adapts his/her behaviour in an intercultural setting and has ideas to cope with cross-cultural conflicts (e.g. dealing with different understandings of friendship or different customs regarding male-female relationships).
(Acquired softskills regarding Conflict Management are relevant.)
- L4: He/She communicates effectively in a foreign language and copes in everyday life in a European / international setting (e. g. performing daily duties like shopping or communicating with peers).
(Problem Solving and Stress Management are particularly important in this context.)
- L5: He/She is an informed European citizen who accesses, processes and evaluates knowledge relevant to Europe and the wider world, and acts upon it (e. g. reads international news and understands impact on personal decisions or knows characteristics of different European countries and their consequences on living in these countries).
(Softskills regarding Personal Development are applied.)
- L6: He/She understands the structure and function of European Institutions and articulates his/her interests and communicates them adequately (e.g. researches an institution and the way to communicate with it or writes a comment/letter to the institution).
(A graduate especially applies those softskills acquired regarding Professional Communication.)

3 **Learning Areas**

3.1 **Survey of Learning Areas**

The basic idea of the EBBD is to efficiently qualify students for the specific requirements of the job market in a growing and coalescing Europe. That is why students receiving an education according to EBBD standards acquire qualifications especially in the areas *Economy, Europe, and Mobility*.

The learning areas describe areas of content, in which students achieve certain learning outcomes during their EBBD education. Based on the idea that especially economy-related learning outcomes in a European context are of utmost importance, the following learning areas are defined:

A Business Competence	B Competence in International Business Fields	C European Competence
---------------------------------	--	---------------------------------

These learning areas are made more specific by differentiating them into learning sub-areas. The learning sub-areas are adjusted to the specific requirements placed on EBBD-graduates who are going to live and take up a qualified job or a course of studies in the European Economic Area.

Learning areas (A, B, C) and learning sub-areas (A1-A4, B1-B4, C1-C2):

A Business Competence

- A1: Business Administration on the European Single Market
- A2: Economics on the European and International Market
- A3: Business-related Information Processing
- A4: National Business Law

B Competence in International Business Fields

- B1: Global Marketing
- B2: European Community Law and International Business Law
- B3: Accounting including International Aspects
- B4: International Taxation Policies

C European Competence

- C1: European Citizenship and European Context
- C2: Cross-Cultural Communication and Collaboration

Within these learning sub-areas, learning outcomes which define a qualification according to EBBD standards are described in detail. Thus they show one possible way to achieve the EBBD profile and give clear instructions for how to present and arrange teaching contents.

Structuring the wording of learning outcomes in table form

To guarantee a transparent and clear presentation of learning outcomes, they will be arranged in tabular form.

In doing so, for each of the 10 learning sub-areas a separate **table** will be created.

Within each table are **columns** which further specify the learning sub-area into content areas. For the learning sub-area A1 *Business Administration on the European Single Market* these are the company's functional areas *Procurement, Goods and Services, Marketing, Human Resources and Organisation* as well as *Accounting, Investment and Financing*.

Each table contains three **lines with indicators**. Indicators are verbs, which – being a part of descriptors – describe learning outcomes. The indicators mentioned here are collective terms and should be regarded as categorical to achieve a clear arrangement of the tables. The scheme below roughly shows – analogously, not finally - which further indicators are included in the respective collective terms:

Lines in each table:	These phrasings include:
Student analyses situations and concepts.	<ul style="list-style-type: none">▪ researching▪ identifying▪ selecting▪ structuring▪ comparing
Student applies methods and procedures.	<ul style="list-style-type: none">▪ calculating▪ transforming▪ elaborating▪ creating
Student takes and evaluates decisions.	<ul style="list-style-type: none">▪ criticising▪ reflecting▪ recommending▪ reasoning▪ convincing▪ defending▪ negotiating <p>in an independent and responsible way</p>

Within the cells formed by columns and lines, concrete areas of content are specified.

Therefore, the tables display learning outcomes which are defined – in accordance with the EQR - as knowledge, skills and competences, Knowledge is designated by content, skills by indicators and competences by the level of independent and responsible behavior.

The following table shows how the learning outcomes are to be read by using three examples from the learning sub-area *Business Administration on the European Single Market*, spreadsheet A1, first column.

A1	Business Administration on the European Single Market				
	Core Processes			Support & Management Processes	
	Procurement	Goods and Services	Marketing	Human Resources and Organisation	Accounting, Investment a. Financing
Student analyses situations and concepts:	need for goods example 1: purchase prices storage costs	process of supplying goods and services costs for goods and services	market situations 4 Ps of marketing	staff requirement company organisation structure	accounting with its different tasks alternative investment options alternative finance options
Student applies methods and procedures:	ABC-Analysis example 2: bid comparison scoring model	plan for supply of goods and services	marketing tools marketing strategies / mix marketing plan	staff recruitment, remuneration and motivation job description	double-entry-bookkeeping investment plan finance plan
Student takes and evaluates decisions:	example 3: for ordering goods/services	about programme and process for the supply of goods and services	on marketing strategies / mix	on incentives and employee involvement organisational changes	for annual financial statement for investing for financing

Wording of learning outcomes referring to example 1:

Within the core process *Procurement* the student analyses purchase prices. This may also mean that he/she has to do some research and comparisons.

Wording of learning outcomes referring to example 2:

Within the core process *Procurement* the student applies the method of bid comparison. In doing so, he/she may also have to create a scheme and make calculations.

Wording of learning outcomes referring to example 3:

Within the core process *Procurement* the student makes independent and reasonable decisions to order the necessary goods. In this context he/she may also have to reflect on as well as give reasons for his/her decisions and make recommendations.

The three indicator categories are not necessarily meant to be taught in sequence. However, in practice the chronological order “analysing facts” → “applying procedures or methods” → “making and justifying decisions”, appears to be reasonable in many cases.

In contrast to the wording within the fields of action of the EBBD profile, learning outcomes worded for the learning areas

- are referring to the duration of the EBBD education
- are exemplified by concrete, refined contents
- are represented in a schematic structure.

Relationship between the learning sub-areas

There are some overlaps regarding the content in some sub-areas, for example between A1 *Business Administration on the European Single Market*, and B1 *Global Marketing* with regard to marketing; or between A1 *Business Administration on the European Single Market* and B3 *Accounting including international aspects* with regard to costs/cost structures.

The reasons are as follows:

Firstly, different educational institutions organise the classification of business-related topics quite differently and their classification will not necessarily match this example. There are, for example, modules for individual topics, comprehensive curricula for specific lessons, interdisciplinary curricula or a combination of these.

Secondly, there is a choice for educational institutions offering EBBD, namely that they can decide to offer only two learning sub-areas out of the four learning sub-areas B1-B4. In this case EBBD standards are still met.

The overlaps that partly exist serve two purposes: One the one hand they shall allow a certain degree of flexibility for educational institutions offering EBBD. On the other hand they shall guarantee that minimum standards are met.

Correlations

One possibility how the **softskills** described in item 5 can be integrated is exemplified below the tables of the learning sub-areas.

Possible correlations between the learning outcomes for the learning sub-areas with the learning outcomes in the **EBBD profile** are explained below the tables. Here it is exemplified, in how far the learning outcomes from the learning sub-areas contribute to achieving the perspective of application described in the profile. Here, the learning outcomes of the profile are identified with the abbreviations S1-S7, W1-W11 and L1-L6.

The correlations between the learning sub-areas and the **technical requirements** are explained in item 4.

3.2 A – Business Competence

A1	Business Administration on the European Single Market				
	Core Processes			Support and Management Processes	
	Procurement	Goods and Services	Marketing	Human Resources and Organisation	Accounting, Investment a. Financing
Student analyses situations and concepts:	need for goods purchase prices storage costs	process of supplying goods and services costs for goods and services	market situations 4 Ps of marketing	staff requirement company organisation structure	accounting with its different tasks alternative investment options alternative finance options
Student applies methods and procedures:	ABC-Analysis bid comparison scoring model	plan for supply of goods and services	marketing tools marketing strategies / mix marketing plan	staff recruitment, remuneration and motivation job description	double-entry-bookkeeping investment plan finance plan
Student takes and evaluates decisions:	for ordering goods	about programme and process for the supply of goods and services	on marketing strategies / mix	on incentives and employee involvement organisational changes	for annual financial statement for investing for financing

In learning sub-area A1 **softskills** could be integrated in the following way:

Students *communicate professionally* using specific technical terms. They present the results of their work and deal with classmates and teachers in an adequate way. They employ *problem-solving skills* in an analytical as well as communicative way in different areas of business competence. Confronted with various tasks in this area they show the ability to *manage time* for themselves as well as for teams they are part of and finish the tasks in or on time.

This learning sub-area could be oriented towards the following perspectives of application, taking into account the specific **profile** of an EBBD graduate:

The learning sub-area A1 especially provides the knowledge, skills and competences necessary for the EBBD graduates in order to work in a European business environment.

This could be either in a company in another European country or in a company with international contacts. The graduate would work there with different management and administrative tasks in different forms of work organisation (W1, W2, W 5 – W9).

The learning sub-area A1 furthermore lays foundations to start a study programme in business administration, economics or social sciences (S5 – S6).

The EBBD graduate is forming his/her own opinion about economic topics and is able to adjust his/her behavior accordingly. The graduates inform themselves about current structures and developments within the European Economic Area and derive consequences for their daily life in Europe (L1, L2, L5, L6).

A2	Economics on the European and International Market				
	Economic Circuit+National Accounts	Pricing	Aims of Economic Policy	Economic Cycle	Globalisation
Student analyses situations and concepts:	economic performance within different years and economies	supply subject to price demand subject to price market scheme	“Magic Square” approaches identifying further aims	model of economic cycle concepts of monetarism and keynesianism	economic, ecological and ethical aspects of globalisation
Student applies methods and procedures:	economic circuit national accounts	pricing in dependence on market conditions	indicators for measuring target achievement	activities of fiscal policy and monetary policy as instruments of business cycle policy	indicators of globalisation such as investment abroad
Student takes and evaluates decisions:	regarding impacts on economic performance	for influencing pricing in an economy	for achieving an economic equilibrium	for concrete activities within business cycle policy and their impact on economies	for easing problems of globalisation such as fair trade

In learning sub-area A2 **softskills** could be integrated in the following way:

Students *solve problems* by identifying the economical foundations of company decisions. They acquire economical problem solving strategies and evaluate alternatives based on economical as well as ethical criteria. When working on economical tasks and problems they acquire *time management skills* either minimising the time used for a task or maximising the quality of the result.

This learning sub-area could be oriented towards the following perspectives of application, taking into account the specific **profile** of an EBBD graduate.

The learning sub-area A2 provides the knowledge, skills and competences necessary for the EBBD graduates in order to make external analyses of markets and country-specific economical situations and developments. They can use relevant key indicators to evaluate risks and potentials of company engagement (e.g. contracts with suppliers, logistic partners, financial transactions) with partners from different countries and different economical contexts (W 5, W 6, W9 – W 11).

The learning sub-area A2 furthermore lays foundations to start a study programme in business administration, economics or social sciences (S5 – S6).

The EBBD graduate is forming his/her own opinion about economic topics and is able to adjust his/her behavior accordingly. The graduates inform themselves about current structures and developments within the European Economic Area and derive consequences for their daily life in Europe (L1, L2, L5, L6).

A3	Business-related Information Processing				
	Internet	Presentation Programs	Text Programs	Spreadsheet Programs	Information Security
Student analyses situations and concepts:	research for business-related information via internet	tools within presentation programs for demonstrating business-related issues	rules for text processing in business contexts cultural habits in business correspondence	tools of spreadsheet programs such as formula and functions	data protection data saving
Student applies methods and procedures:	summary of obtained information	presentation of business-related issues	business-related correspondence such as letters, e-mails, under consideration of cultural habits	calculational and graphical demonstration of business-related issues	legal basis for data protection means for data saving such as backup, firewall
Student takes and evaluates decisions:	regarding relevance and reliability of provided information	for using tools with regard to adequacy	on phrasing business correspondence	based on results of calculations by means of spreadsheet programmes	for effective ways of protecting and saving data

In learning sub-area A3 **softskills** could be integrated in the following way:

Students demonstrate *leadership* by motivating their working groups when employing information processing to address various tasks especially when encountering technical problems. They *manage* their *team* by distributing tasks taking into account strengths and weaknesses of their team members. They ensure the flow of communication especially when working in different locations. They know how information processing can be employed in *problem solving* processes and they can solve problems occurring in information processing itself. They can use different media and programmes in order to *communicate* their results in a *professional* manner.

This learning sub-area could be oriented towards the following perspectives of application, taking into account the specific **profile** of an EBBD graduate:

The learning sub-area A3 provides the knowledge, skills and competences necessary for the EBBD graduates in order to work with business ICT-systems and office software in order to search for, re-structure, document or present information considering cross-cultural and professional standards (W1, W3, W4, W7).

The learning sub-area A3 furthermore provides the graduates with methodical skills necessary to organise their studies (e.g. information research, analysis, organisation,

presentation, communication, documentation) based on adequate ICT-technology and office software (S5 – S6).

The EBBD graduate communicates in everyday situations in a European context using suitable means of electronic communication. Furthermore, he/she takes into account and respects cross-cultural differences in communication (L3, L4).

A4	National Business Law				
	Legal Forms	Contract Law	Product Liability	Competition Law	Employees' Rights
Student analyses situations and concepts:	criteria defining legal form of a company	process of forming a contract rights and duties resulting from a contract	duties within product liability	restrictions within competition	companies' duties for protecting employees
Student applies methods and procedures:	national legal rules for founding a company	national legal rules in case of breach of contract	national legal rules for product liability	national competition law	national legal rules for protecting employees
Student takes and evaluates decisions:	for choosing a legal form	for choosing legal option in case of breach of contract	regarding consequences of product liability	regarding consequences of competition law	regarding protection provisions

In learning sub-area A4 **softskills** could be integrated in the following way:

Students *solve problems* by identifying the legal foundations of company decisions. They acquire legal problem solving strategies and evaluate alternatives based on legal as well as ethical criteria. They *manage conflicts* occurring in a company environment taking into account relevant legal regulations demonstrating an understanding in different points of view.

This learning sub-area could be oriented towards the following perspectives of application, taking into account the specific **profile** of an EBBD graduate:

The learning sub-area A4 provides the knowledge, skills and competences necessary for the EBBD graduates in order to define the relevant legal regulations of their companies' business, consider and work under the constraints set by the legal framework and analyse consequences of this framework on the companies' rights and duties (W5 – W9, W11).

The learning sub-area A4 furthermore lays foundations to start a study programme in business administration, economics or social sciences by providing methodical skills with regard to reading, understanding and applying legal regulations in those study contexts. (S5 – S6).

The EBBD graduates inform themselves about current matters of business law in their own country, recognise connections to the European and the international business law/legal framework and draw conclusions for their daily life in Europe (L1, L5).

3.3 B – Competence in International Business Fields

B1	Global Marketing			
	Market Research	Marketing Mix	Transport	Risks in International Trade
Student analyses situations and concepts:	market situations in an international context	marketing tools in an international setting	means of transport in international trade	special risks and costs within international trade
Student applies methods and procedures:	market research considering country-specific particularities such as consumer buying behaviour	marketing strategies marketing mix	Incoterms calculation of transport costs	instruments minimizing risks such as insurance, D/P, L/C
Student takes and evaluates decisions:	concerning purchasing and selling prices in an international setting	for a marketing plan considering country-specific particularities	for choosing means and conditions for transport in an international setting	for choosing instruments in order to minimise risks in international trade

In learning sub-area B1 **softskills** could be integrated in the following way:

Students demonstrate *leadership* while gathering and evaluating market data. They *manage* their *team* by collaborating in developing a marketing strategy and marketing mix based on this data as well as considerations of transport and risks in international trade. They prepare their results using *professional communication* skills as if they were presented to decision makers within companies and other organisations.

This learning sub-area could be oriented towards the following perspectives of application, taking into account the specific **profile** of an EBBD graduate:

The learning sub-area B1 provides the knowledge, skills and competences necessary for the EBBD-graduates in order to undertake market research in different European and international markets and define, analyse and derive conclusions from culturally bounded context factors of the companies' activities on different markets. They analyse risks and potentials of their companies' activities on different markets on a scale from single company actions (e.g. selection of a logistic partner) to complex business concepts (e.g. introduction of a new product, business plan for start-up) (W 4 – W7, W9, W10).

The learning sub-area B1 furthermore lays foundations to start a study program in business administration, economics or social sciences by providing methodical skills with regard to creating concepts for researches in those study contexts (S5 – S6).

The EBBD graduate is forming his own opinion about economic topics and is able to adjust his/her behavior accordingly. The graduates inform themselves about current structures and developments within the European Economic Area and draw conclusions for their daily life in Europe (L1, L2, L5, L6).

B2	European Community Law and International Business Law				
	European Community Law	Contract Law	Product Liability	Competition Law	Employees' Rights / Freedom of Movement
Student analyses situations and concepts:	development and institutions of European Community Law	rights and duties resulting from a contract in a European / international context	duties within product liability in a European/ international context	restrictions within competition in a European / international context	companies' duties for protecting employees in a European / international context
Student applies methods and procedures:	relationship between European Community Law and national law and its impacts on member states	EU-rules and international rules (CISG)	EU-rules and international rules (e.g. USA) for product liability	EU-rules and international rules regarding competition	EU-rules (incl. freedom of movement) and international legal rules for protecting employees
Student takes and evaluates decisions:	concerning European Community Law	regarding contract law in a European / international setting	regarding consequences of product liability in a European / international setting	regarding consequences of competition law in a European / international setting	regarding protection provisions in a European / international setting

In learning sub-area B2 **softskills** could be integrated in the following way:

Students *solve problems* by identifying the relevant regulations in European Community and international business law regarding company decisions. They understand typical differences and potential *conflicts* in the areas of contract, product liability, competition and employees' rights and the ways of solving problems according to the respective legal frameworks.

This learning sub-area could be oriented towards the following perspectives of application, taking into account the specific **profile** of an EBBD graduate:

The learning sub-area B2 provides the knowledge, skills and competences necessary for the EBBD graduates in order to analyse European legal aspects and their consequences on market structures, company activities and transactions between companies (e.g. in negotiations and contracts). They consider European and international regulations for the

management decisions of companies and for designing business concepts (W5, W6, W8 – W11).

The learning sub-area B2 furthermore provides the knowledge, skills and competences necessary for the EBBD graduates in order to gather information on the European institutions and their regulatory rights and duties. Based on this information they draw conclusions on EU-level as well as on national or on individual levels regarding European citizenship (L1, L5, L6).

B3	Accounting including International Aspects				
	Financial (External) Accounting	Annual Financial Statements	Ratios for Analysing	Cost and Activity Accounting (Internal Accounting)	Controlling
Student analyses situations and concepts:	accounting transactions	value of assets and liabilities	economic and financial situation of a company	cost structure	actual and expected economic situation within business functional areas
Student applies methods and procedures:	directives and rules for double-entry-bookkeeping	national and international (IFRS) rules	calculation of business ratios for balance sheet and P/L statement	full cost accounting contribution accounting	controlling instruments for calculating and comparing characteristic numbers
Student takes and evaluates decisions:	for accounting transactions and their impact on profit	on legal options for valuation and their impact on annual profit	for improving ratios by entrepreneurial action	on selling price and production program based on the results of methods applied	for improving characteristic numbers by entrepreneurial action

In learning sub-area B3 **softskills** could be integrated in the following way:

Students *solve problems* in accounting by applying relevant procedures and evaluate different opportunities taking into account legal, economical and managerial aspects. They are able to *manage* their *time* on these tasks by estimating the time needed realistically.

This learning sub-area could be oriented towards the following perspectives of application, taking into account the specific **profile** of an EBBD graduate:

The learning sub-area B3 provides the knowledge, skills and competences necessary for the EBBD graduates in order to support the managements need of information and decisions based on key data and figures resulting from accounting and taxation. A graduate is able to give an interpretation of internal and external performance data or to plan performance data showing a business scenario or to project data into the future (W8 – W11).

B4	International Taxes	
	Company Taxation	Value Added Tax (VAT)
Student analyses situations and concepts:	different kinds of taxes for companies tax charge of companies in different countries	basics of taxation of turnover
Student applies methods and procedures:	national and international rules for company taxation	national and international rules for Value Added Tax (VAT)
Student takes and evaluates decisions:	against the background of internationally differing company taxation and its impact on business and economy	against the background of internationally differing VAT rates and their impact on business and economy

In learning sub-area B4 **softskills** could be integrated in the following way:

The students *solve problems* in company contexts taking into account international and national taxation. They are able to *communicate professionally* by designing communication material taking into account the standards of the area of taxation.

This learning sub-area could be oriented towards the following perspectives of application, taking into account the specific **profile** of an EBBD graduate:

The learning sub-area B4 provides the knowledge, skills and competences necessary for the EBBD graduates in order to analyse relevant taxation aspects to the company's activity, based on national and international taxation regulation. The graduate supports management decision regarding different taxation rules. Therefore he/she can identify tax-relevant aspects and applies adequate general rules. He/She can compare basic differences in taxation schemes and recognises their general implications on companies' activities (W8 – W11).

The EBBD graduates inform themselves about current fiscal topics, recognise connections between national, European and international tax systems and regulations and draw conclusions for their daily life in Europe (L1, L5, L6).

3.4 C – European Competence

C1	European Citizenship and European Context	
	European Countries	EU-Institutions and Structures
Student analyses situations and concepts:	political, social, economical, historical, geographical, judicial background of single EU countries or European Union altogether	supranational issues (e.g. demographic change, globalisation) tasks and competences of EU-Institutions
Student applies methods and procedures:	comparing different EU-states in their key structure comparing different educational systems and institutions	submitting personal opinions, petitions or complaints to influence EU-Institutions taking part in EU-Exchange programs
Student takes and evaluates decisions:	proposals for enhancing Europe's competitiveness opportunities to study, work or live in Europe	discussion of aims of the EU (e.g. Lisbon strategy, Lifelong learning program) policies of EU-Institutions (e.g. small business act, skills for job initiative)

In learning sub-area C1 **softskills** could be integrated in the following way:

Students *develop personally* by evaluating personal goals as well as strengths and weaknesses regarding the different characteristics of the European countries as places to live, work and study. They *communicate professionally* when submitting petitions, opinions or complaints to EU institutions.

This learning sub-area could be oriented towards the following perspectives of application, taking into account the specific **profile** of an EBBD graduate:

The learning sub-area C1 provides the knowledge, skills and competences necessary for the EBBD graduates in order to look for an adequate study programme by comparing their own interest, strengths and weaknesses with the opportunities and challenges of the professional development through the programme. The graduate is a fully engaged student in an international environment. He/She applies prior experiences in order to organise his/her student life, the study organisation, subject specific questions and further research interest in socio-economic contexts within Europe. Possibilities for future individual training and development are evaluated in the light of lifelong learning (S1 – S3, S5, S7).

The graduate searches for adequate working opportunities on the European labour market according to his/her own strengths and weaknesses, undertakes recruiting measurements and finds ways to develop a professional career. Working in a European company he/she analyses the impact of European institutions and their regulation on the markets and companies' activities (W1, W2, W10, W11).

He/She forms his /her own opinion regarding global topics and is able to adapt his/her actions. The graduate informs himself/herself on present structures and processes on the EU-level and derives consequences for all day living in Europe (L1, L2, L5, L6).

C2	Cross Cultural Communication and Collaboration	
	Culture	Cultural Differences
Student analyses situations and concepts:	elements, values, concepts of culture and indicators of culture, universal vs. individual cultural values	cultural comparison models (e.g. Hofstede), different cultures within Europe and European Culture, cultural differences and their ways of expressions cultural shock respective cultural stress
Student applies methods and procedures:	reflection on cultural boundedness of own actions, awareness of applying stereotypes	communication and collaboration rules with cultural awareness adaptation to different cultural settings, communication and collaboration styles without giving up own identity, coping with cross-cultural conflicts and cultural stress
Student takes and evaluates decisions:	regarding personal goals and ideas	on cultural exchange activity measures (e.g. meeting, presentation) , on programs to enhance cross cultural awareness (e.g. for preparation and reflection of an exchange program)

In learning sub-area C2 **softskills** could be integrated in the following way:

Students *develop personally* by reflecting on their own culture and the impact of their action on people from different cultures. They *manage conflicts* by being able to identify cultural differences as causes of and influences on conflict situations. They *manage stress* by identify its causes with regard to cultural differences.

This learning sub-area could be oriented towards the following perspectives of application, taking into account the specific **profile** of an EBBD graduate:

The learning sub-area C2 provides the knowledge, skills and competences necessary for the EBBD graduate in order to plan and organise his/her student life, to study within an international study group and to work as a responsible team member within cross cultural groups. He/She is aware of his/her own culture, identifies matters which are culturally bound and respects others in their culture (S2 – S4).

He/She contributes to intercultural working groups and is able to lead small intercultural meetings. The graduate is aware that working context and forms of work organisation require adaptive actions and that individual actions are culturally bound (W3, W4).

He/She organises himself/herself in changing European/international contexts, adapts his/her actions without giving up his/her own identity and communicates actively in different cultural settings. The graduate can apply different communication and interaction styles in intercultural settings and copes with cross cultural conflicts (L2 – L4).

4 **Technical Requirements**

4.1 **Survey of Technical Requirements**

Further to the **qualifications** - no matter which approach is chosen, either via the profile or the learning areas - several **conditions** have to be fulfilled to attain **EBBD standards**.

The **conditions** are defined by **five technical requirements**:

D	E	F	G	H
Foreign Language Competence in two foreign languages on the level B2 and B1	Competence to Work on Economic Issues in a Foreign Language – CLIL	Competence to Act in a Business Environment Abroad - Work Placement Abroad	Problem Solving Competence for Economic Situations – Simulations, Projects	General University Entrance Qualification according to the rules of the respective national or local education system

These technical requirements describe, in which framework the learning outcomes necessary for EBBD qualifications are acquired, applied and developed.

Therefore, there is a close correlation and interdependency between the learning outcomes described in the **profile** and the **learning areas** on the one hand, and the technical requirements on the other hand.

This is shown in the following passages when the individual technical requirements are described with the help of corresponding links and references.

Also, in the following text there are exemplary indications in how far the **softskills** described in item 5 can be integrated in the technical requirements.

4.2 D – Foreign Language Competence

Foreign language competence plays a major role in attaining the EBBD qualifications, especially concerning their European and international orientation.

That is why foreign language competences for the first foreign language (D1) and for the second foreign language (D2) on certain levels are defined as technical requirements that have to be reached to attain EBBD standards.

Imparting foreign language competence follows the particular national rules of the respective education institution offering EBBD.

Measuring the achievement of foreign language competence is based on the Common European Framework for Languages - CEFR.

D1	First Foreign Language			
	Description of level B2 according to CEFR:			
Understanding		Speaking		Writing
Listening	Reading	Spoken interaction	Spoken production	
I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.

Source (and further information):

<http://europass.cedefop.europa.eu/LanguageSelfAssessmentGrid/en>

D2	Second Foreign Language			
	Description of level B1 according to CEFR:			
Understanding		Speaking		Writing
Listening	Reading	Spoken interaction	Spoken production	
I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

Source (and further information):

<http://europass.cedefop.europa.eu/LanguageSelfAssessmentGrid/en>

The technical requirements D1 and D2 are orientated to all of the three fields of action within the **profile** (*studying in Europe, working in Europe and living in Europe*) of an EBBD graduate.

The technical requirements D1 and D2 provide the knowledge, skills and competences necessary for the EBBD graduates in order to work in international student groups, working groups or other social contexts and to communicate effectively (understanding, speaking and writing) in the first and second foreign language (S3, W3, L4).

Since the learning areas are defined in the three areas of content *Business Competence, Competence in International Business Fields* and *European Competence* and the learning outcomes mentioned there are defined without including foreign languages – as opposed to the learning outcomes in the profile – there is no direct relationship between the learning areas and the technical requirements D1 and D2. In fact it is – where the learning-area-approach to EBBD is concerned - another item which lays the foundation to enable students to solve economic tasks in a foreign language – CLIL (technical requirement E) and to achieve EBBD standards.

Within the technical requirements D1 and D2 **softskills** could be integrated in the following way:

Students *communicate professionally* in their first foreign language following the rules of communication within the different areas of studying, working and living in Europe and designing adequate communication materials.

4.3 E - CLIL

Competence to Work on Economic Issues in a Foreign Language - CLIL

The learning outcomes described within the qualifications are to be acquired and demonstrated partly by *Content and Language Integrated Learning – CLIL*.

This technical requirement results from the basic idea of the EBBD to offer students additional competences, especially in the areas, *Economy, Europe* and *Mobility*, thus qualifying them for the challenges of the European job market.

Therefore, it makes sense to link learning outcomes within economic contexts with achieving competences in foreign languages. That is why CLIL is defined as a technical requirement that must be fulfilled to achieve EBBD standards.

CLIL develops learning outcomes that enable the students to adequately apply the foreign language in economic contexts.

CLIL may be taught either in the first or in the second foreign language.

The standards in CLIL can be reached by means of

- school lessons

in the extent of

- 180 lessons (in case of 60-minutes-lessons)
respectively
- 240 lessons (in case of 45-minutes-lessons)

Apart from school lessons, CLIL can be acquired within simulations or projects (technical requirement G) if the first foreign language (B2) or the second foreign language (B1) is required and demonstrated.

There may also be further possibilities, corresponding to the above mentioned, in order to gain the requested integrated content and foreign language competences.

Regarding the professional **profile**, CLIL enables EBBD graduates to work or study in international business and economic contexts and thereby communicate effectively in a foreign language under consideration of intercultural settings (S3, S4, W3, W4).

Regarding the **learning areas**, achieving content and language integrated learning should be combined with the learning outcomes as defined in the learning areas (A, B, C).

In how far complete parts of learning areas or only individual contents are combined with CLIL is left to decide for the schools offering EBBD.

Within the technical requirement E, **softskills** can be integrated as follows:

The students *communicate professionally* in their first or second foreign language. They observe communication rules in the areas studying, working and living in Europe resp. in the different learning areas and develop appropriate communication material.

The students work in teams to write specialized texts/correspondence in the foreign language, coordinating and reflecting the common task.

4.4 F - Work Placement Abroad

Competence to Act in a Business Environment Abroad - Work Placement Abroad

During the work placement abroad students demonstrate and refine qualifications, which they have developed in the course of their education, by putting them into practice. It is desirable that students use the foreign language competences they have acquired.

This technical requirement results from the basic idea of the EBBD to offer students additional competences, especially in the areas, *Economy*, *Europe* and *Mobility* thus qualifying them for the challenges of the European job market.

Therefore, it makes sense to put economic, intercultural and foreign-language qualifications into practice and develop them further in companies abroad. That is why the work placement abroad is defined as a technical requirement that must be fulfilled to attain EBBD standards.

Work placement must take place in an organisation abroad within the field of Economics and Administration.

Students have to be in different departments/working fields or in one department/working field doing different tasks.

Duration: Generally four weeks
 (or longer, but not less than 3 weeks),
 If the period of time is divided into sections, each section must take at least one week.

In exceptional cases a work placement can be completed within an internationally-active organisation in the home country.

In this case students have to work or study abroad (not necessarily in the field of Economics and Administration) for a period of at least four weeks in addition to the work placement.

In some cases, the objectives of the work placement abroad can be reached also in other ways. This must be stated during the accreditation process and be accepted by the accreditation institution.

This arrangement takes into consideration that there are significant national differences within the European education systems regarding organisational, curricular and financial factors.

The work placement is a special opportunity to further developing the EBBD **profile** especially in the fields of action *Working in Europe* and *Living in Europe*. Therefore, a (ECVET-) learning agreement is concluded which is based on the characteristics of the work placement and the learner's potential for development.

In the learning agreement, the work placement should be combined with at least **two specifications** from the field of action ***Working in Europe*** as well as **two specifications** from the field of action ***Living in Europe*** within the EBBD profile.

During the work placement abroad, students should apply and expand the learning outcomes as described in the **learning areas** (A, B, C) in a specific workplace context.

The students should apply their **Foreign Language Competence** during their work placement.

Within the technical requirement F, **softskills** can be integrated as follows:

The students work and *communicate professionally* with foreign colleagues in a team using, if necessary, their acquired foreign language competences and considering cultural characteristics.

The students *solve practical problems* by arranging their accommodation and transport as well as finding their respective company before their work placement and organizing their stay during their time abroad.

The students put up with *stressful situations resulting from cultural differences in the host country*, by analyzing causes and developing strategies to cope.

The students encourage their *personal development* by analyzing and reflecting their experiences abroad.

4.5 G – Simulations, Projects

Problem Solving Competence for Economic Situations – Simulations, Projects

During simulations or projects students demonstrate and develop their qualifications achieved during the education by applying them in practically-orientated/professional situations.

It is also conceivable that qualifications which were acquired within the technical requirements (D, E, F) can be put to use and further developed in simulations and projects.

This technical requirement stems from the realization that learning outcomes, that were possibly acquired from theory should be applied in practice-oriented, complex real-world circumstances.

That is why simulations or projects are another requirement which must be fulfilled to attain EBBD standards.

Examples for kinds of simulations are:

- Stock-Market-Simulation (e.g. The Stock Market Learning of the savings banks)
- Business Case Scenario
- *Students enterprise*
- Training company
- Practical Projects (e.g. participation in the organisation of a trade fair)
- ...

Simulations and projects are a special opportunity to further develop the EBBD profile especially in the field of action *Working in Europe*. Therefore the simulation or project should be linked to at least two of the specifications W5-W11 within the profile for *Working in Europe*.

The learning outcomes described in the learning areas (A, B,C) are applied and further developed in a real-world context through simulations and projects.

Within the technical requirement G, softskills can be integrated as follows:

The students work in a *team* and are able to structure and distribute complex tasks within the team in a reasonable manner, they coordinate and come to a common result.

The students *are in charge of* a team, supporting and motivating each individual team member, to solve the common task in a coordinated and professional manner.

4.6 **H – General University Entrance Qualification**

Students acquire or have acquired a general university entrance qualification according to the regulations of the respective national or local education system relevant for the institution offering EBBD.

Thus, the EBBD curriculum does not define standards for general university entrance qualifications.

5 **I – Softskills**

The softskills are modeled after the *European Reference Framework - Key Competences for Lifelong Learning* and to be understood as a combination of knowledge, skills and attitudes in a certain context.

Therefore, softskills are competences that are regarded as essential to encouraging personal and work-related competences in accordance with the qualifications necessary to achieve EBBD standards.

Softskills refer to different situations, overlap with and enrich the learning outcomes described in the qualifications.

Soft skills are acquired, demonstrated and developed in the framework of the learning outcomes that are of relevance for the qualifications, as well as in connection with the technical requirements.

Thus, the softskills are integral part of the profile, the learning areas and the technical requirements.

In items 2,3, and 4 examples are given, in how far certain softskills can be integrated in the respective contexts.

It is also conceivable to acquire softskills through special courses (e.g. method training).

The European Reference Framework - Key Competences for Lifelong Learning defines eight key competences, differentiated into further competences that partly overlap and complement each other.

Some of the competences mentioned there like foreign language competence and computer competence are an explicit part of the learning outcomes described in the EBBD qualifications.

Other key competences, such as e.g. *Learning to learn* as well as *Social and civic competences* are of a more general nature and can be assigned to different contexts and learning outcomes.

The competences identified as softskills here are mainly based on the key competences *social competences* and *sense of initiative and entrepreneurship* from the *European Reference Framework - Key Competences for Lifelong Learning*.

These skills especially encourage the softskills in the areas *Economy, Europe and Mobility* that are of importance for the EBBD.

Softskills are

- **I1: Leadership**
is the competence to interact with people in order to motivate them to act towards a common goal within a given organisational structure.
- **I2: Team Management**
is the competence to reflect on strengths and weaknesses of group members and their roles within a team, to communicate within the team and to coordinate and to collaborate in order to accomplish common tasks.
- **I3: Professional Communication**
is the competence to communicate adequately within a certain domain, to use rules within communication and to actively design communication materials.
- **I4: Problem Solving**
is the competence to identify problems and problematic situations, to generate problem solving strategies, to evaluate different alternatives, to implement a strategy and to evaluate individual processes and results.
- **I5: Time Management**
is the competence to identify time resources and demands, to select strategies for planning and use of time, to use different instruments and to organise one's own time.
- **I6: Personal Development**
is the competence to reflect on one's own strengths and weaknesses, to develop one's own plans and an individual profile, to reflect on one's own actions and their impacts and to be open and curious towards new developments.
- **I7: Conflict Management**
is the competence to identify conflicts and situations that may lead to conflicts, to be able to understand different points of view, to look for solutions beyond individual ones, to actively interact to solve conflicts.
- **I8: Stress Management**
is the competence to identify stress factors and stressful situations, to develop strategies to cope with stress, to be able to restore and to manage to balance the requirements with the resources.

6 EBBD Standards

The standards that need to be achieved to meet the requirements for the EBBD are described in the curriculum:

The qualifications defined by the **profile** or the **learning areas** (Items 2 and 3), the **technical requirements** (Item 4) as well as the integrated **softskills** (Item 5).

In addition to that, time guidelines and instruments for documentation and assessment are defined there.

The **time guidelines** refer to the profile, the learning areas A, B and C and the Content and Language Integrated Learning E, giving an estimated amount of time deemed necessary.

Lessons are meant as time spent in direct teacher-student contact.

Work load on the other hand describes the amount of work to be done by an EBBD graduate, which may include lessons, but goes beyond them, e.g. with project work, self-learning phases or other self-organized-learning.

This differentiation is necessary to meet the requirements of both approaches to achieving the EBBD qualification.

Since the profile approach is more open with regard to how to achieve the objectives and is made more specific by the educational establishments, a time guideline in terms of *work load* is functional.

The learning area-approach, however, defines topics more specifically, so that a time guideline of *lessons* is useful.

The details regarding **instruments for documentation and assessment** refer to the work placement abroad F and the simulations or projects G.

Details concerning this will be described in items 7.2. and 7.3.

	Criteria	Request	Time Dimension
Specifications of profile	S1-S7: <i>Studying in Europe</i>	Ability of graduates to study, live and work in Europe Details can be found in item 2 of the EBBD curriculum	for profile: 2,000 hours (60 minutes per hour) student work load
	W1-W11: <i>Working in Europe</i>		
	L1-L6: <i>Living in Europe</i>		
Learning sub areas	A1: Business Administration on the European single Market	Learning sub-areas to acquire economic competence Details can be found in item 3.2 of the EBBD curriculum	for learning sub-areas A1 – C2:
	A2: Economics on the European and International Market		
	A3: Business-related Information Processing		
	A4: National Business Law		
	B1: Global Marketing	Learning sub-areas to acquire competence in international fields of action	720 lessons (in case of 60-minutes-lessons)
	B2: European Community Law and International Business Law	Details can be found in item 3.3 of the EBBD curriculum	resp. 960 lessons (in case of 45-minutes-lessons)
	B3: Accounting including International Aspects	An institution offering EBBD may decide to provide only 2 learning sub-areas out of the 4 learning sub-areas B1, B2, B3 and B4.	
	B4: International Taxation Policies	However, the EBBD profile must be achieved.	
	C1: European Citizenship and European Context	Learning sub-areas to acquire European competence	
C2: Cross-Cultural Communication and Collaboration	Details can be found in item 3.4 of the EBBD-Curriculum		

Technical requirements	D1: First Foreign Language	Language competence on level B2 (CEFR) Details can be found in item 4.2 of the EBBD curriculum	
	D2: Second Foreign Language	Language competence on level B1 (CEFR) Details can be found in item 4.2 of the EBBD curriculum	
	E: CLIL Content and Language Integrated Learning	<p>Details can be found in items 2 and 4.3 of the EBBD curriculum</p> <p>resp.</p> <p>the specifications of the profile S3, S4, W3 and W4</p>	<p>at least 180 lessons (in case of 60-minutes-lessons)</p> <p>resp.</p> <p>at least 240 lessons (in case of 45-minutes-lessons)</p> <p>or</p> <p>corresponding means</p> <p>In case lessons in CLIL exceed the requested minimum the exceeding amount of lessons counts for the learning sub-areas A1–C2.</p>
	F: Workplacement Abroad	<p>Details can be found in items 2 and 4.4 of the EBBD curriculum:</p> <p>at least 2 of the specifications of <i>Working in Europe</i> (W1-W11) and</p> <p>at least 2 of the specifications of <i>Living in Europe</i> (L1-L6)</p> <p>Documentation/assessment by:</p> <ol style="list-style-type: none"> 1. (ECVET-)Learning agreement 2. Report 3. Europass Mobility 4. Assessment of employer 5. Student's self-assessment 	<p>Generally four weeks (or longer, but not less than 3 weeks!)</p> <p>If this time span is subdivided into several phases, one phase must be at least one week long.</p>

	<p>G: Simulations, Projects</p>	<p>Details can be found in items 2 and 4.5 of the EBBD curriculum: at least 2 of the specifications of <i>Working in Europe</i> (W5-W11)</p> <p>Documentation/assessment by:</p> <ol style="list-style-type: none"> 1. Documentation of single phases during simulation/project 2. Presentation of procedure and results of simulation/project 3. Reflection by means of self-assessment 	
	<p>H: General University Entrance Qualification</p>	<p>according to the rules of the respective national or regional education system</p>	
	<p>I: Softskills</p>	<p>Soft skills are integrated into the profile resp. the learning areas and into the technical requirements.</p> <p>Special courses (e.g. training methods) are as well thinkable. Details are to be found in item 5 of the EBBD curriculum.</p>	

7 Documentation and Assessment within the EBBD Framework

As pointed out in item 1.3, results from the European education discourse were considered and have been included in the EBBD curriculum directly or indirectly:

- The structure of the wording of learning outcomes according to the *European Qualifications Framework (EQF)*
- Competences in connection with Europe according to the *Common Framework for Europe Competence (CFEC)*
- Foreign language competences according to the *Common European Framework of Reference for Languages (CEFR)*
- Softskills according to the *European Reference Framework - Key Competences for Lifelong Learning*

That is why it is reasonable to use these qualification or reference frameworks as basis for documenting and assessing students' achievements.

The documents mentioned above are accessible through the project website (see item 12 list of materials).

The assessment criteria are defined in the EBBD standards in item 6:

When a student reaches the standards set there, he/she is eligible for the label of excellence EBBD.

With the EBBD, there is no differentiation as to how well he/she has performed to reach these standards.

To document and assess the performance of students, there are a variety of tools that every educational institution uses according to the specifications set by educational policy or curricula.

Those tools are generally suitable for EBBD to grade and assess the learning outcomes in accordance with the necessary standards.

Exemplary assessment instruments that appear to be suitable for EBBD follow in item 7.1.

Guidelines for documentation and assessment of students that concern the work placement abroad (F) and the simulations resp. projects (G) are presented separately in items 7.2. and 7.3.

7.1 General instruments for documentation/assessment within the EBBD framework

The following list shows exemplary instruments to document and assess achievements of students and the learning outcomes achieved. They are suitable for both the profile and the learning areas A, B, C as well as the technical requirements D and E by taking into consideration the soft skills I.

Which of the instruments mentioned below seems to be most appropriate very much depends on the situational, methodological and social context in which learning takes part and is to be evaluated.

The following list shows examples of suitable instruments for documenting and assessing the performance of students:

- Tests, written exercises
- Written assignments (presentations, essays, term papers, reports)
- Oral presentations
- Technical debates
- Role plays
- Observing student's work and behaviour and evaluating the results produced in different social forms (individual work, partner work, group work)
- Solving an assignment covering complex situations using diverse documents and resulting in a *product*, e.g.
 - Marketing plan
 - Production plan
 - Business plan
 - Financial plan/budget
 - Financial report
 - Conference memo
 - Recommendation for a board of directors or a group of investors
 - Guide
- Documentation of softskills by means of Europass Plus

further information:

<http://www.europassplus.de/europassplus/a/index.html>

7.2 Documentation and assessment within F – Work placement abroad

Attaining EBBD standards in the course of the work placement abroad should be shown and assessed through the following record documents (see also item 6):

1. ECVET Learning Agreement
2. Report
3. Europass Mobility
4. Assessment by the company
5. Self-assessment by the students

The ECVET Learning Agreement and the Europass Mobility are documents that have already been developed and standardized Europe-wide and should be used for assessing and documenting the work placement in the course of EBBD.

Furthermore, several documents regarding the records mentioned in 1., 2., 4. and 5. have been developed within the EBBD project and are linked directly to the EBBD standards. These sample templates serve as examples which can be used and further developed. The assessments by the company and the student himself/herself are combined within one document (Assessment). A guideline (Guideline Evaluation) provides some hints for assessing.

In addition to that, material was developed that might prove helpful in connection with the work placements abroad:

- a questionnaire for accrediting companies for work placements abroad
- funding advice

The documents are available on the project website in the menu *Portfolio* (see item 12 list of materials)

7.3 Documentation and assessment within G – Simulations, Projects

Simulations and projects are characterized by depicting and arranging realistic and complex situations and problems that students often – but not always – work on in teams.

That is why the following record documents are suitable to display and assess the achievement of learning outcomes in complex situations.

1. Documentation of single phases during the simulation/project
2. Presentation of the procedure and results of the simulation/project
3. Reflection by means of self-assessment

To attain EBBD standards, the record documents mentioned above should be produced and the results should be assessed (see also item 6).

Therefore, documents have been developed that can serve as templates and examples that can be used and further developed.

The documents are available on the project website in the menu *Portfolio* (see item 12 list of materials).

8 Accreditation

8.1 Accreditation procedure

General information

At present (status: 19 Sep 2013) there are in principle two possibilities to be accredited as an EBBD school:

1. In countries, where an official authority accredits EBBD schools, e.g. a ministry of the respective state or region, accreditation is effected by this institution (at present [status: 19 Sep 2013] only in Austria)
2. In all other countries: By the non-profit NGO EBBD e.V. from Germany:
This organisation guarantees the long-term sustainability of EBBD implementation and dissemination of the *European Baccalaureate Diploma – EBBD* within educational institutions in European countries.

Contact to EBBD e.V.:

EBBD e. V.
c/o Rudolf-Rempel-Berufskolleg
An der Rosenhöhe 5
DE-33647 Bielefeld

info@ebbd-ev.eu

<http://www.ebbd-ev.eu/>

Target group for the accreditation are – in the first instance - vocational schools wanting to offer their students the possibility to obtain the EBBD certificate.

In the medium term further educational institutions are to be involved offering parts of EBBD, such as language schools or universities.

According to the current schedule accreditation of EBBD schools will commence in autumn 2013, when the three-years EU-project (October 2010 – September 2013) will have been concluded.

However, it is possible to test EBBD during the duration of the EU-project by applying to become an EBBD pilot school. In this case the accreditation is carried out by the coordinator of the multilateral COMENIUS project *EuroBacDiploma*.

Contact to the coordinator of the multilateral COMENIUS-project EuroBacDiploma:

Rudolf-Rempel-Berufskolleg
Koordinator EBBD
An der Rosenhöhe 5
DE-33647 Bielefeld

info@eurobacdiploma.eu

<http://www.eurobacdiploma.eu/>

Accreditation steps

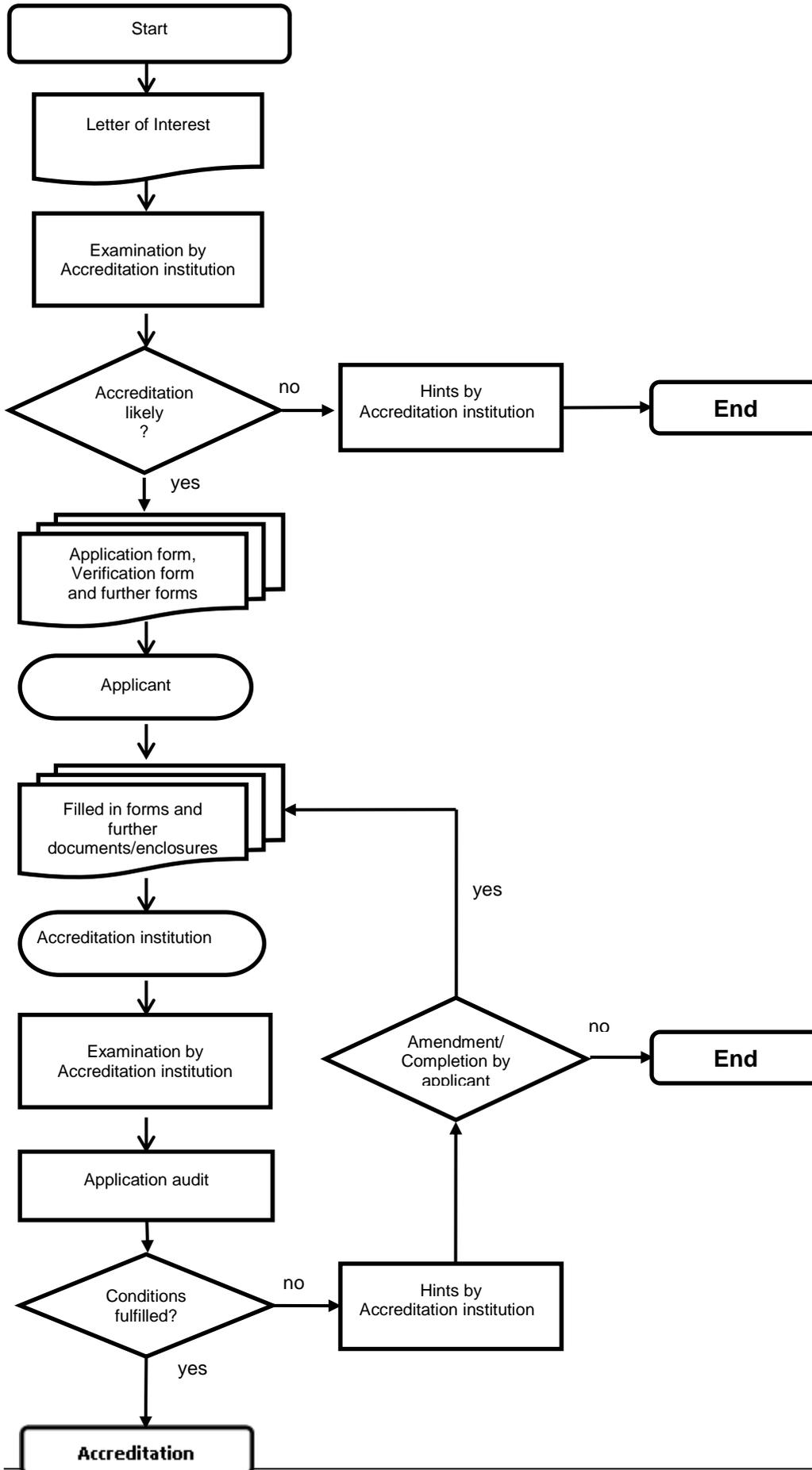
Accreditation is carried out in several steps. The initial accreditation is limited to three years, an extension is possible.

- Interested schools contact their relevant accreditation institution with the *Letter of Interest* (downloadable from the website):
 - The official authority (at present [19 Sep 2013] only in Austria);
 - The coordinator of the multilateral COMENIUS project for an application as EBBD pilot school (until 30 Sep 2013)
 - The EBBD e.V. in Germany for an application as EBBD school (from 01 Oct 2013)
- The accreditation institution examines the information in the *Letter of Interest*. If necessary it gives hints for potential needs for adaption to increase the chances for a successful accreditation application. If an accreditation seems likely the accreditation institution sends the editable application forms via email to the institution interested. The relevant documents can be examined at our website www.eurobacdiploma.eu.
If the requirements for an accreditation most likely cannot be met the institution interested is notified about this.
- Applying educational institutions fill in the application documents, especially the *Verification* document, and hand in the necessary documents like school syllabuses.
- The accreditation institution examines the documents presented and decides on the accreditation of the applying school. The applying institution will be notified within 3 months after receipt of the valid and complete application.
- If the criteria for an accreditation are not met by an educational institution it is informed in writing, whether and how a rectification can be effected.
- In the case of a final negative assessment result, the applicant can submit a new accreditation application not earlier than twelve months later. A renewed application for initial accreditation is possible only once.
- If the examination result is positive, the applicant concludes an accreditation contract with the accreditation institution and becomes EBBD school resp. EBBD pilot school. This accreditation has a limited time horizon (three years), a re-accreditation is possible (for five years).
- The accredited educational institution is entitled to award EBBD certificates to students fulfilling the necessary and agreed standards according to the accreditation contract. Eligible students enrolled during the accreditation period can receive EBBD certificates when they graduate.
- The accredited educational institution informs the accreditation institution about the number of students in the relevant course and annually certified students after their graduation.
- A continued development and quality assurance of EBBD is achieved by a sustained cooperation and exchange within the EBBD network, consisting of EBBD e. V., EBBD schools, education administrations and ministries, universities and

companies. EBBD pilot schools and EBBD schools participate actively in this network.

Accreditation documents can be found on the project website under the heading *Accreditation* (see item 12 list of materials).

Flowchart of Accreditation Procedure



Deadline
3 months before announcement of accreditation

Application

The educational institution files an application for accreditation. With the initial accreditation an application includes the following records:

- the document *Application for Accreditation* completed in full and signed by the authorized representative of the institution
- the document *Verification Document* completed in full
- further documents requested by the accreditation authority.

In case of a re-accreditation the following documents need to be attached to the application:

- a list of the activities undergone by the institution to disseminate EBBD
- a confirmation of the participation and collaboration at EBBD- group network meetings
- statistics on students enrolled in the relevant course and on graduates of those courses.

A decision on the accreditation will be issued within three months after all required documents have been submitted.

8.2 Criteria for the accreditation of educational institutions for EBBD

An educational institution wanting to prove that it fulfils EBBD standards has two possibilities to do so:

1. It documents that its education leads successful students to the EBBD **profile** according to EBBD standards (see item 2), or
2. It documents that its students were educated in the **learning areas** with the necessary breadth and depth under consideration of the EBBD standards (see item 3).

The **technical requirements** (see item 4) of the EBBD curriculum are compulsory in both cases.

The **softskills** mentioned in the EEBD curriculum are integrated within the complete education; this has to be documented in the verification document.

Complying to EBBD standards is a condition for accreditation.

The learning areas (see item 3) are means that lead to achieving the profile. They may – but need not – be regarded.

If an educational institution provides lessons according to the learning areas the qualifications of the profile of an EBBD-graduate are reached.

If an educational institution does not provide lessons according to the learning areas it has to prove by which means the profile is reached (outcome-orientation).

In any case documents mentioned by the educational institution in the verification document like school curricula will have to be submitted.

9 EBBD Network

9.1 Partner within the EBBD project

Aalborg Handelsskole, Aalborg, DK
www.ah.dk

Andrássy György Katolikus Közgazdasági Szakközépiskola, Eger, HU
www.ekszi.hu/

Colegiul economic „Ion Ghica“, Targoviste, RO
www.colegiuleconomicitargoviste.wordpress.com

EU-Geschäftsstelle der Bezirksregierung Detmold, Detmold, DE
www.bezreg-detmold.nrw.de

European Business Bacculaureate Diploma e.V., DE
www.ebbd-ev.eu

Haaga-Helia University of Applied Sciences, Helsinki, FI
www.haaga-helia.fi

Helsinki Business College, Helsinki, FI
www.businesscollege.fi

International Business College, Wien, AT
www.ibc.ac.at

Novgorod State University, Novgorod, RU
www.novsu.ru

Rudolf-Rempel-Berufskolleg, Bielefeld, DE (Coordinator)
www.rrbk.de

Summa Business, Eindhoven, NL
www.summa-business.nl

Additional academic support by:

Universität zu Köln, Köln, DE
www.uni-koeln.de

Universität Paderborn, Paderborn, DE
www.uni-paderborn.de

9.2 Associated Partners within the EBBD Project

Association of organisations providing vocational education and training, FI

Bundesministerium für Unterricht, Kunst und Kultur, AT

Bundesverband der Lehrerinnen und Lehrer an Wirtschaftsschulen e. V., DE

Europees platform, NL

Finnish National Board of Education, FI

Verband der Lehrer an Wirtschaftsschulen in Niedersachsen, DE

Verband der Lehrer an Wirtschaftsschulen in NRW, DE

Zespol Szkol Nr. 1, Berufsfachschule auf Sekundarebene, PL

10 Glossary

term	description
competences	are described in terms of responsibility and autonomy, defined according to EQF
descriptors	term used in the EQF to describe knowledge, skills and competences at different levels
EBBD conditions	technical requirements, which together with the qualifications define EBBB standards
EBBD education	process of education according to EBBB standards
EBBD graduates	persons having accomplished a qualification programme according to EBBB standards
EBBD learning areas	knowledge, skills and competences to be imparted and acquired within a specific subject matter: A, B, C
EBBD learning sub-areas	subitems of the learning areas: A1, A2, A3, A4, B1, B2, B3, B4, C1, C2
EBBD profile	set of learning outcomes which an EBBB graduate will be able to apply and use after accomplishment of the certificate in the fields of action: <i>Studying in Europe, Working in Europe and Living in Europe,</i> described as specifications S1-S7, W1-W11, L1-L6
EBBD qualifications	learning outcomes, which are achieved within the EBBB profile or within the EBBB learning areas and which define together with the conditions the EBBB standards
EBBD standards	set of qualifications and conditions defining the label of excellence EBBB
fields of action within EBBB-profile	defined areas of the perspective of application of an EBBB graduate within which he/she shows and applies the acquired learning results whilst <i>Studying in Europe, Working in Europe and Living in Europe</i>
indicators	verbs as component of descriptors
items	numbers according to index of contents

label of excellence EBBD	Europe-wide harmonized certificate which is being developed within this project
learning outcome	statement of what a learner knows, understands and is able to do on completion of a learning process (outcome), according to EQF
lessons	time input in direct teacher–learner contact
outcome orientation	orientation on the results of a qualification defined in terms of learning outcome (acc. to EQF)
perspective of application	way in which an according to EBBD standards qualified EBBD graduate shows and applies the acquired qualifications, defined in three fields of action
specifications of profile	subitems of profile described in terms of learning outcomes: S1–S7, W1–11, L1–L6
technical requirements	elements which together with the EBBD qualifications are necessary to achieve the EBBD
work load	the amount of work to be done by an EBBD graduate, which may include lessons, but goes beyond them, e.g. by project work, self-learning phases or other non-teaching-learning

11 List of Abbreviations

abbreviation	long version
CEFR	Common European Framework for Languages
CFEC	Common Framework for Europe Competence
CLIL	Content and Language Integrated Learning
EBBD	European Business Bacculaureate Diploma
e. V.	eingetragener Verein = registered association
EQF	European Quality Framework

12 List of Materials

Materials with information, guidelines and templates are available in electronic form on the project website under the item *portfolio* resp. *Accreditation*:

<http://www.eurobacdiploma.eu/>

The letter of interest (8.1_Letter_of_Interest) can be downloaded as word-document. The other documents are available in a pdf-format. These will be made available as word-versions during the accreditation process resp. after successful accreditation.

Item	Name of document	Content (language)
7	7.0_EQR_Europaeischer_Qualifikationsrahmen_de 7.0_EQF_European_Qualifications_Framework_en	EQR (German) EQF (English)
7	7.0_CFEC_Europe_Competence_en	Common Framework for Europe Competence (English)
7	7.0_GERF_Europaeischer_Rahmen_Sprachen_de 7.0_CEFR_European_Framework_Languages_en	Common European Framework for Languages (German) (English)
7	7.0_Schlusselkompetenzen_de 7.0_Key_Competences_en	The European Framework for Key Competences (German) (English)
7.2	7.2.1_ECVET_learning_agreement_en	Learning agreement of two institutions involved in the training process of students abroad, ECVET-test version (English)
7.2	7.2.1_Lernvereinbarung_de 7.2.1_Learning_Agreement_en	Template for a learning agreement between company, EBBD affiliate and EBBD student (German) (English)

7.2	7.2.2_Bericht_de 7.2.2_Report_en	Template for requirements for EBBD students needed to write a report in the course of work placements abroad (German) (English)
7.2	7.2.3_Europass_Mobilitaet_de 7.2.3_Europass_Mobility_en	Document used to record periods of learning spent in other European countries (German) (English)
7.2	7.2.4_5_Beurteilung_de 7.2.4_5_Assessment_en 7.2.4_5_Beurteilung_Demoversion_de 7.2.4_5_Assessment_Demoversion_en	Template for assessing EBBD students during their work placement abroad – self-evaluation and evaluation through the company (German) (English) Exemplarily filled in form (German) (English)
7.2	7.2.4_5_Leitfaden_Evaluation_de 7.2.4_5_Guideline_Evaluation_en	Guideline for assessing students through an assessment template using examples (German) (English)
7.2	7.2_Fragebogen_Praktikum_de 7.2_Questionnaire_Internship_en	Template for a questionnaire to acquire potential companies for work placements abroad (German) (English)
7.2	7.2_Hinweise_Zuschuesse_de 7.2_Hints_Grants_en	Funding advice in connection with work placements abroad (German) (English)

7.3	7.3.1_Dokumentation_Phasen_de 7.3.1_Documentation_Phases_en 7.3.1_Dokumentation_Phasen_Demoversion_de 7.3.1_Documentation_Phases_Demoversion_en	Template for documenting simulations in the course of EBBD (German) (English) Exemplarily filled in form (German) (English)
7.3	7.3.2_Praesentation_de 7.3.2_Presentation_en 7.3.2_Praesentation_Demoversion_de 7.3.2_Presentation_Demoversion_en	Template for EBBD students to create a presentation in the course of simulations (German) (English) Exemplarily filled in form (German) (English)
7.3	7.3.3_Reflektion_de 7.3.3_Reflection_en 7.3.3_Reflektion_Demoversion_de 7.3.3_Reflection_Demoversion_en	Template for EBBD students to reflect simulations – self-reflection and external assessment (German) (English) Exemplarily filled in form (German) (English)
8.1	8.1_Interessenbekundung_de 8.1_Letter_of_Interest_en	Form for indicating interest in EBBD (German) (English)
8.1	8.1_Antrag_Akkreditierung_de 8.1_Application_Accreditation_en	Application for accreditation (German) (English)
8.1	8.1_Nachweis_mittels_EBBD_Profil_de 8.1_Verification_via_Profile_en	Verification form via EBBD profile (German) (English)

8.1	8.1_Nachweis_mittels_Lernbereichen_de 8.1_Verification_via_Learning_Areas_en	Verification form via EBBD learning areas (German) (English)
-----	---	---